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ABSTRACT

Steps that can help community colleges increase the level of certainty in planning for the future include identifying elements of both internal and external environments that will have an influence, selecting a model for thinking and planning strategically, identifying critical issues, designing a framework for pursuing fundamental change, initiating internal dialogue on priorities and actions, moving the dialogue to external audiences, and building coalitions to help implement changes. To be effective, colleges should use a market-driven planning process that emphasizes analysis of the environment in which they do business and the evaluation of results. Such a process revolves around three phases, beginning with college administrators and then moving to faculty and staff and to the college's external audiences. Further, the process involves the following four major steps: (1) policy-level planning, in which the board of trustees, CEO, and senior college leaders meet to develop a frame for planning and develop a better understanding of the challenges facing the college; (2) the presentation of the plan to faculty and staff for their consideration and to identify change priorities; (3) the use of these departmental priorities by the CEO and key college leaders to develop college-wide priorities; and (4) the development of a college-wide plan and its presentation to faculty and staff. Sample planning presentations and a process worksheet with responses from a Commission on the Future meeting are appended. (MAB)

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# A FRAMEWORK FOR CHANGE

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# A FRAMEWORK FOR CHANGE

A Report of the Community College League of California's Commission on the Future

June 3-4, 1994
Oakland, California

# INTRODUCTION AND PERSPECTIVE

The Community College League's Commission on the Future has a history of doing the right things ... just like the colleges it represents.

Members of the Commission have studied the future. They've developed scenarios which describe a variety of tomorrows. And the Commission has made all this valuable planning information available to community college leaders across the State.

When we called Bill Banach of The Institute for Future Studies at Macomb Community College to facilitate this year's meeting of the Commission, he started the conversation with a bottom line question: "What would you like the people in California's community colleges to do as a result of the Commission's meeting?"

That led to discussions of radical change, the emerging context for life in America, critical issues facing the nation's community colleges, the need to have a sense of continuity in the system, and a process for accommodating change.

Bill said the research on large-scale systemic change seemed to have a common conclusion: changing a system is an extremely complex undertaking which takes a long time. He also said that solutions to problems and techniques for capitalizing on change tend to be situational and personal. And, so, he said, why not focus on giving people a process they can use ... situationally and personally.

We agreed. As a result, this year's Commission on the Future focused on process. Our intent was to learn a process which all California community colleges could use to capitalize on change ... situationally and personally.

In the pages that follow you'll read highlights of the Commission's deliberations. Hopefully you'll gain some new perspectives on the nature of change and some new lenses for looking at its implications. And then you'll learn a process for accommodating change — a process which you can adapt to your special needs, a process which will help you do something about the future.

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This is a period of fundamental uncertainty. People in both the public and private sector are standing at a point which is beyond the limits of their education ("We never learned about this!") and experience ("We've never seen this before!"). The place where we are standing has no guideposts, and there are few who can offer a helping hand, suggesting that we try this or do that.

No wonder we are frequently stumped—fundamentally uncertain about what to do next.

Author Harold Linstone says, "Transportation, information, and communication technologies have the powerful impact of shrinking time and space." Distant events are now instantaneously accessible to us. Wherever things are happening, for example, news crews are on the scene, reporting live. They can shrink the space between where they are and where we are.

"With electronic highways we also shrink time, that is, the rapid information flow compresses the time to make decisions," says Linstone. The time available for reflection and deliberation is dissipating.

Linstone continues: "The farther problems are from us in space-time, the more uncertainty tends to be attached to them. In the shrunken world [distant problems and the related uncertainties] are now thrust into our midst, creating both nightmarish problems and unprecedented opportunities for decision-makers. The short horizon no longer acts as a protective shield."

Even the nature of change has changed! For years we've been experiencing an accelerating rate of change. In fact, we put the word *rapid* in front of the word *change* in an attempt to describe its exponential nature.

But now change forces are interacting with one another. And, as one change force interacts with another, things become more complex, less linear, more chaotic ... radical! Truly, says William J. Banach, we are living in a period of *radical change*.

## PLANNING FOR THE FUTURE

While this is a time of fundamental uncertainty, a number of things are clear. Foremost among the clarities—at least for planning purposes—is that *this, too, shall* **not** *pass. If* anything, the waves of radical change are likely to come faster and higher. Dropping anchor and waiting for change to pass is not a strategy which will lead to tranquil seas.

A second clarity is described succinctly in a report from the Pew Higher Education Roundtable: "The changes that are most important to higher education are those that are external to it. What is new is the use of societal demand—in the American context, market forces—to reshape the academy."

A third certainty is that vision is critically important. Vision comes from the top. It lets everyone know where the train is headed. Without vision, people don't know whether to get on the train or stay off. It's fundamentally certain that step one in leading the parade toward the future is to get a vision and articulate it well.

Fourth, and finally, it's certain that change can be effectively accommodated only if we have a systems perspective. In continuous improvement initiatives we identify the parts of the system that aren't working well. We pull these parts out of the system and analyze them in an attempt to find out what's wrong. Next, we try to fix them. And then we put them back in the system. Russell Ackoff says the effectiveness of a system depends on the interactions of its parts. "When you take a system apart it loses its essential properties … and so do its parts," he says. Moving a system toward the future means moving the whole system. And, perhaps, that's the primary reason dialogue and collaboration are keys to a preferred tomorrow.

How, then, can we move our community colleges toward greater certainty in a sea of turbulence? There are seven simple steps. (Simple, but not easy!)

1. Define the emerging context. Identify the dimensions of the internal and external environmental context which must be acknowledged and accommodated. Then think about their implications for your college.

2. Select a model for thinking and planning strategically. Adapt a model which will provide the strategic flexibility *you* need at *your* college.

3. Identify the critical issues. Learn the issues which have potential for impacting the nation's community colleges and the issues which are on your horizon.

4. Design a framework for pursuing fundamental change. Identify the elements which need to be accommodated in implementing fundamental change at *your* college.

5. Initiate internal dialogue on priorities and action. In a collegial and non confrontational way, facilitate honest discussions about the way things ought to be at *your* college.

6. Move the dialogue to key external audiences. Identify the people who can enhance your college's thinking and planning.

7. Build coalitions for change. Form the alliances which are in the best interests of learners at *your* college.

On the pages which follow, we'll present a process for change. It's a process conceived by William J. Banach and tested by this year's Commission on the Future. We invite you to adopt it or adapt it to fit your needs.

If you can use the entire process at your college, that's fine. If you need to make adaptations to the process so it will work for you, we encourage you to do that. And if you can use pieces of the process to enhance your own approach to thinking and planning for the future, we encourage you to take from the process what will benefit you.

In the Appendices you'll find background information to help you think about the implications of change. Appendix A is an executive summary of *The Emerging Context for Life in America*. Appendix B contains an executive summary of the *Critical Issues Facing America's Community Colleges*. Prepared by Banach and President Albert Lorenzo of Macomb Community College in Michigan, the material in Appendices A and B provide a global and national "environmental scan" which you can incorporate into your thinking and planning.

Appendix C contains forms which will help you implement the process which is outlined in the following pages. In Appendix C you'll also find responses to the material from members of the League's Commission on the Future.

## PROCESS IS PRIMARY

If large-scale systemic change is extremely complex and takes a long time, it's likely you won't be around to see the future you envision. That means that the best gift you can give your college might be the gift of process.

Process can accommodate the complex. It can stand the test of time. And it can provide the continuity every system needs.

*The Market-Driven System* process outlined on the following pages is based on a five-step model:

1. *Analyze* the environment in which you do business. This is the first and most important step in the process. It is also the most frequently ignored. We feel the water before we jump into it. We look at a map before taking a trip. We even sample what we're cooking to make sure it tastes the way we want it to taste.

   Similarly, it makes sense that we should have a feel for the environment of the college before we make plans for change. This means—ideally—that we'll initiate the planning process with demographic and survey research data in hand. It means that we'll have a representative picture of how good we really are and—perhaps more importantly in a market-driven economy—how well we're perceived by our many publics. And it means that we'll have a reasonable grip on the implications of the context and issues outlined in Appendices A and B.

2. Develop a *strategy* for accommodating what the analysis reveals. During this step you'll develop a concept of how to create a preferred future.

3. Put your plan in writing. If your plan isn't in writing, you don't have a plan. You may have good intentions, but you don't have a plan. It's essential that you specify who is going to do what by when.

4. *Execute* your plan. Do what you said you were going to do.

5. *Evaluate* the results. Find out what was attained and what wasn't. Learn the reasons why. Use this knowledge to make yourself smarter the second time around.

## THE PROCESS IS CYCLICAL

The five-step process begins with analysis and ends with evaluation. Evaluation is really the beginning of a new cycle. It transitions into a reanalysis of the environment, rechecking the strategy, and updating of the plan.

When planning ends, obsolescence begins. Accommodating radical change requires that the planning process become just that—a process which is processed ... every day!

Don't think of a plan. Think of a planning process.

The effectiveness of any organization can be directly related to the quality of the knowledge it possesses. But new discoveries are being made continuously and new information is being generated in unprecedented quantity (not necessarily quality). Things are changing, and the things that are changing will affect your plan. That's why you have to keep processing the plan.

A flight analogy serves to underline the point. Every airplane pilot files a flight plan before takeoff. But most of them don't fly the plan as filed! Why? Weather conditions change. It may be sunny in Minneapolis when you leave California but snowy when you arrive. The jet stream may have shifted north and picked up speed. Turbulence may exist at the planned altitude. There are a host of variables which can change and make the flight plan or parts of it obsolete ... even before takeoff.

So how do airplanes get from here to there? Pilots process their plans. Their guidance system monitors factors in the environment which need to be accommodated by computer or pilot or both. So, while there is a plan for getting to the destination, it has to be processed along the way.

Increasingly, community college planning is analogous to flight planning. While a plan is absolutely essential, it won't get you to your destination (the future!) unless you process it.

## INVOLVING PEOPLE IS CRITICAL

It takes time to involve people ... and it costs money ... and most of us would rather not do it. But it's critical.

Community college effectiveness is the result of a planning process which involves key stakeholders. Ideally everyone who will be affected by the plan should be involved. When the realities of logistics make this impossible, all stakeholders should at least be represented in the process.

If you think about it, involving others is easier than it's ever been. We can involve people in the process directly or through survey research, focus panels, or a variety of technologies (e-mail, consensus building software, conferencing, etc.)

## MAKE SOMETHING HAPPEN ... AND MAKE IT HAPPEN FAST

The last thing people need is another series of meetings. The second-to-last thing is another plan in a three-ring binder with a glossy executive summary. Don't do planning unless you plan to do something with the plan.

Guard against being a community college that develops, marvelous plans but never does anything.

Don't spend months "gearing up to plan." Present your vision, outline your planning process, publish a planning calendar ... and get going!

## CHAMPION THE CHANGE

Developing and presenting a vision is step one in championing change. That's a policy-level assignment which belongs to the chief executive officer of the college. The CEO needs to make a serious commitment to accommodating radical change. Then the CEO can orchestrate a presentation of the planning process and a planning calendar, and by being omnipresent in the process. Emphasis needs to be on whatever needs doing to keep the planning process on everyone's agenda. (That's also an important step in helping people think strategically!)

There are three phases (and four steps) in the planning process. Phase one involves the board of trustees and key college executives. Phase two expands the process to members of the faculty and staff. And phase three moves the process to external audiences and markets.

# STEP I: POLICY LEVEL PLANNING

## PARTICIPANTS: BOARD OF TRUSTEES, CEO, SENIOR COLLEGE LEADERS

This is the kickoff event for your planning. The idea is to broaden understanding and perspectives.

It is important that the kick-off event be positioned as the beginning of a significant initiative. The informational/future forecasting part of it will be done twice, in Step I with the trustees and in Step II with the faculty and staff.

The overall goal of the introductory session is to present a frame for future-oriented thinking and planning. The kickoff meeting should help participants develop a better understanding of the problems and opportunities facing community colleges. Participants should hear about the challenges facing community colleges, that changes are necessary and sometimes painful, and that fulfilling the mission of education is too important and complex to be accommodated by quick-fix solutions.

Begin the presentation with a big perspective overview. The objective here is to present changes occurring in the marketplace, and to invite people to think about the implications. This is the place to begin raising the agenda to a higher level and to help people understand the myriad influences on the educational enterprise.

*The Emerging Context* in Appendix A and *Critical Issues* in Appendix B are ready-to-make presentations. Use them to help people think about the complex nature of our society and the implications for community colleges.

End this segment by pointing out that the bulk of forces triggering change are external to any organization (public or private!). Point to the news headlines as an example. Odds are overwhelming that none of the headlines in the educational newspapers and journals of record will refer to your college, yet many of them will have potential for impacting your college and influencing the way you do business. A court decision, a crisis elsewhere, a discovery, new legislation—all are external factors college leaders must accommodate in their planning and management routines.

Thus far the kickoff has presented participants with broad brush pictures of change and challenge. While it's important that people have this big picture perspective, "What about us?" may be the bottom line question.

Conclude the presentation with a specific picture of factors in *your* college's marketplace. Develop a demographic profile of your students and the community served by your college. Highlight any changes which have occurred over time.

Compile a list of staff concerns and talk about it. (Create a forum in which you can use the *Identifying What's Wrong, Right, & Wonderful* form in Appendix C.) Show how attitudes about teaching and learning have changed.

Let people know how the information explosion has impacted your college, and how technology has been (or must be!) integrated into the curriculum.

Next have trustees identify the dimensions of a truly great community college. Begin the exercise by asking each participant to take three-to-five minutes to write what he or she believes are the dimensions of a truly great institution. (Reproduce the *Dimensions of Greatness* form in Appendix C for this exercise. The Appendix also contains a sample list of dimensions generated by members of the Commission on the Future and a list of *Characteristics of Effective Community Colleges* produced by Banach.)

For example, if a participant believes a great college is characterized by " a competent staff," then that characteristic should be written on the form.

Individual participants should rate each dimension they identify in terms of "where we are now" on a zero-to-ten scale. (Zero is low; ten is high.) Continuing the example, an individual participant might list "high transfer rates" as a dimension of a great college and give it a rating of 6 (or 2 or 8) on the 10-point scale. At the end of five minutes, ask trustees to share what they have written (along with the ratings).

When everyone has reported, ask the trustees if they're comfortable with the list. Then point out that they have just developed a listing of beliefs or value judgments.

This exercise also is a communication vehicle which helps participants understand one another's agenda. It serves as a prelude or anticipatory set for developing priorities.

Vision and mission statements are determined by those in charge. And, while those in charge pay close attention to customer attitudes, the demands of the educational process, employee climate, external influences and a host of other market factors, *they* determine where the organization is headed.

No general would assemble all his troops and say: "'We've got some big trouble here. What do you think we should do?" No business leader would convene an all-employee meeting and say: "'We've got some great opportunities here. What do you think we should do?" And could you imagine an airline pilot giving passengers a weather report and then asking: "Where do you want to go?"

While generals, business leaders and pilots do consult with others, they have to know where they're headed. That's what they are paid to do. The same is true for college leaders. They were hired to determine direction.

There is a second side to the analogy, however. Once the wise general, business leader and pilot determine where they are headed, they ask the troops, employees and passengers for help in getting there.

College leaders must function in similar fashion. Within the parameters of the college's vision and mission, college leaders, working with the trustees, should establish direction and purpose for their institution. The vision and mission statements they draft should be presented to the staff and community, and the staff and community—directly or through representatives—should be asked to help develop plans for fulfilling them (getting there!).

Your vision statement should be a written picture of the best that can be. It should describe your college in its ideal state, and, hence, will be future oriented.

The vision statement tells where you would like to be. It is critically important to the planning process because it functions as your college's flight plan. It is a description of where the institution is headed. It provides general direction for your journey into the future. It lets people know what your college is striving to be.

Vision statements ought to be short, to the point, and inspiring. "'When I graduate I'm going to be an architect." is one student's clear, concise, and inspiring vision statement. "To put a man on the moon by the end of the decade" served the same purpose for our nation during the Kennedy administration. It was clear, concise and inspiring.

Mission statements, unlike vision statements, are present oriented. They identify the college's purpose or primary function.

As you draft your mission statement, be careful to consider your analysis of the marketplace and the environment in which your college functions. Your mission might be much broader than serving students.

Leading people, companies, and countries have a clear vision of where they're headed. Leading community colleges do too.

Yet, most community colleges (and private sector businesses) don't have vision and mission statements. And many that do can't repeat them because they're lengthy tomes of meaningless gook buried in a policy manual.

[Before going further, consider this. Whenever possible, things like vision statements, mission statements and goals should be written by a skilled writer. These items tell the world what you stand for. Put your best image forward.]

Quite candidly, most people don't write well. (But then most people don't shoot par or bat .300 either!) Fewer still can create excitement with their words.

Draft your thoughts. Read them a day later. Edit. Take the edited copy to the best writer on your staff. Ask for help. Then run it past a few people. Ask them if they understand. See if they appear interested ... motivated ... excited! Edit again, and take that draft to planning participants.

One more note: Never let a group write anything. As you process your plan, collect the worksheets and have someone who can write draft the results. Then send the draft to participants with a note that says: "Here's what I think I heard you say. Please note your suggestions on these materials and send them back to me." Nine times in ten people will look at the drafts and bask in their brilliance.

# STEP II: IDENTIFYING CHANGE PRIORITIES

## PARTICIPANTS: FACULTY AND STAFF

To this point the trustees and CEO have assessed **the** implications of radical change, and have identified the dimensions of a great community college. They have also discussed the vision and mission statements presented by **their** CEO. These activities serve as a prelude to developing change priorities.

Now the entire faculty and staff (or representatives thereof) are assembled. The CEO and/or a facilitator should present the same change information as in Step I.

Invite faculty and staff to do big picture thinking. Tell them this is not the time to suggest changing the way we order chalk so that classrooms are always fully stocked ... or that overhead projectors should be more accessible. While suggestions like these contribute to the efficiency of a college, the thinking should be beyond minor adjustments and "fine tuning."

Once participants are oriented to broad horizons, review the vision and mission of the college. Use an overhead and provide copies for everyone.

Next, have people work individually and for 4-5 minutes and then in groups for about 15 minutes to identify the dimensions of a truly great community college. Ask the groups to report, and record their responses on an overhead. Then share the dimensions of greatness identified by the trustees. Point out the similarities, using the exercise to show how everyone really wants the same thing.

Finally, ask participants to spend about 45 minutes developing three-to-six change priorities for their department or responsibility area. (Reproduce the *Change Priority* form in Appendix C.) Take time to have each group report.

End the session by telling people that a writer will work from the group reports to develop a draft of change priorities. These drafts will be sent to the respective chairs of the responsibility areas so they can be discussed one more time by staff. After any additions or deletions, each department or responsibility area will send its final draft to the CEO.

# STEP III: COLLEGE-WIDE PRIORITIES

## PARTICIPANTS: CEO AND KEY COLLEGE LEADERS

The CEO and key college officials should use the department and responsibility area priorities to develop college-wide priorities. If a significant percentage of departments have the same priority (e.g., "to integrate technology into the curriculum") then that should be considered a candidate for a college-wide priority. If, for example, there are common themes that run through a variety of change priorities, then those common threads should be considered candidates.

This process should be used to identify 4-6 college-wide priorities.

NOTE: If the process doesn't result in the identification of a college-wide priority which the CEO considers essential, there's nothing wrong with adding that priority to the list.

# STEP IV: DOING SOMETHING

## PARTICIPANTS: FACULTY AND STAFF

All stakeholders or representatives thereof are reassembled for a half day. The purpose of the session is to present the college-wide priorities and the final departmental/responsibility area priorities to the group participants and ask them to develop a sequence of activities for each priority they identified. Ask them to identify who will do what by when for each priority.

At the end of the morning all activity plans should be collected, edited for format and style, compiled, and distributed to each responsibility area.

To this point our process has produced:

— broader trustee, faculty, and staff perspectives on the future
— dimensions of greatness at the trustee level
— a vision for the college
— a mission for the college
— trustee priorities
— dimensions of greatness at the faculty/staff level
— priorities for every department and responsibility area
— college-wide priorities

The process also involved key stakeholders in the shaping of their professional destiny. And the process has provided an evaluation process and positioned the college to effectively market its programs and services.

Understand that there is never a good time to start planning. It's already the middle of the year, or the budget has already been established, or negotiations are in process—any excuse will do.

The fact is that delay produces nothing but delay. Pick a starting date and overcome inertia. Then, as the planning process evolves, amend it so that calendars for budgeting, curriculum review, accreditation, etc. eventually are brought into synchrony.

And please remember that the process is designed to be amended. Change it to make it work for you. If you already have goals (... or a vision statement ... or priorities for every department in the college), use the process to revisit them in the light of radical change. If the budget has already been set, see if there are priorities which can be accommodated without resources (Many can!) or a reallocation of existing resources. Then look at some longer range priorities for the new budget year.

The point is that you shouldn't wait for the ideal time to begin because the ideal time doesn't exist.

## *APPENDIX A*

# THE EMERGING CONTEXT FOR LIFE IN AMERICA AN EXECUTIVE SUMMARY

The context for life itself is being dramatically altered as we move from a period of rapid change to one of radical change. This context is being driven by major demographic shifts, unprecedented advances and discoveries, and economic globalization.

As the characteristics of the Emerging Context become clear and its dimensions become focused, we will see new challenges and opportunities along with new definitions of quality and greatness.

The Emerging Context will take us beyond our tested strategies and experiences to the limits of our knowledge. It will dictate that we spend time thinking and engaged in reasoned dialogue with others.

There can be little doubt that our ability to understand the Emerging Context and the quality of our response to it will determine the nature of our society and the caliber of our future.

## DIMENSIONS OF THE EMERGING CONTEXT

### Aging of society

The age of everything is up, from the employees in the workforce to the students attending our colleges.

Watch for a self-centeredness to emerge while support for quality of life initiatives diminishes. Watch for some aging citizens to extend their careers as others focus on retirement and exiting life. And, watch for the elder electorate to actively pursue a new array of political agendas as their focus shifts to health and wealth preservation, safety and security, and new recreational pursuits.

### The mosaic society

All aspects of American society are beginning to reflect immigrant-influenced population growth. Over time, majorities will, diminish as minorities flourish. The workplace will become multicultural, and there will be similar changes in our communities, our schools ... and our thinking.

The changing society will lead to new definitions of diversity and multiple perspectives. Value systems as divergent as the population itself will emerge and be tested. And, as our mosaic society begins to define itself and adjust to its new character, it will simultaneously produce new opportunities, challenges and tensions.

### Population shifts

Changes in the population are marked not only by numbers gained and lost or by the direction of movement, but by ethnic diversity and other demographic factors which will realign infrastructure needs and dictate societal change. Legislative clout, for example, is shifting to areas where the demographics are characterized by growing ethnic diversity.

Growth seems to be less urban and more metropolitan as concerns related to race, crime, and educational opportunities drive people from the urban core.

### Economic transition

Today the realities of competition are being redefined. And we are discovering that improved productivity, by itself, doesn't necessarily generate competitive advantage. Advantage comes from our capacity to produce and deliver customized quality and variety in a convenient, timely, and affordable fashion. This economic transition requires highly educated frontline workers.

### Workforce transformation

There is a disparity between workplace needs and workforce qualifications. It will result in differences between the jobs workers want and the jobs they can have.

The watchword for the educational haves will be "workplace-flex," including job variety, individualized hours (to accommodate family and other personal needs), liberal vacation schedules and work at home. Educational have-nots, in contrast, will not have jobs characterized by these workplace attributes. Some will receive training designed to de-skill them. Most will be employed at the whim of the marketplace.

### Polarization of wealth

The gap between the richest and the poorest is now the greatest it's been since the government started keeping records. The gap will be widened further by those who capitalize on information age opportunities by pursuing education and committing to lifelong learning.

Current data suggest that for every American moving up the income scale, two are losing ground. This is cause for concern because the lesson of history is that societies accommodate large scale economic inequities in one of two ways: by legislative action which redistributes wealth; or, by adjustments which are the result of civil unrest (which redistributes poverty).

### Political reflections

Today the first step in campaigning is not to develop a dream but to hire a pollster. Such specialists are employed to discover what the public is thinking, feeling and believing. Then an agenda is crafted to address what is on the collective mind of the populace. Hence, those who win elections today are more often followers of the public agenda than leaders of people.

One result of this reversal in political strategy is that individuals and organizations that want political support must first build a public constituency. When public support is mustered, political support tends to follow because few of today's politicians dare to challenge the public will and no politician wants an angry constituency.

### Endangered youth

One of the historical dictates of the American culture is that every family unit should do what ever needs doing to make sure children have a head start on doing better than their parents.

But the historically present supportive mechanisms of family are dissipating. For too many children the "safety net" of family has been replaced by a safety net of teachers and vice-principals.

The more our children are at risk, the more our future social structure is endangered. Waiting for young people "to grow out of it" or leaving them unsupported in turbulent times are incorrect strategies during a period of radical change.

### Families and households

The changing nature of family has altered household composition and dramatically diversified the needs, wants and behaviors of household members.

Over their lifetimes more people will experience more family situations, including growing up in multiple-, single- and step-parent environments, living alone, cohabiting, marrying, parenting, divorcing, remarrying, raising a second set of children, and surviving a spouse.

The range of possibilities outlined above forewarns of tremendous stresses on our human service organizations.

### Home base

The home is becoming a command center for life in America. The tendency toward home base and "cocooning" is being driven by societal concerns related to safety and security, a renewed focus on family, the aging of the population, and new technology which makes the cocoon particularly comfortable.

Smart homes will change our work, our social and business-related interactions, and our priorities. They will enhance the personal capacity of those who live in them. And, children who live and learn in smart homes will widen the educational readiness gap.

### Individual insulation

Today, more people believe that they are okay ... but they aren't as optimistic about the lot of others. Further, individuals are developing an intolerance for causes and conditions which they believe they can't influence.

The tendency of individuals to isolate themselves from the mainstream may be driven by the desire for control.

Yet, self-centeredness is hardly the kind of mind-set needed to address the greater good. An extension of systems theory tells us that, over time, one person cannot significantly exceed the condition of the whole.

### The pampered consumer

As the sophisticated baby boom cohort moves through the spending-saving-investing continuum, its members will expect maximum convenience, high quality, good service and low price.

Their access to a vastly expanded marketplace will give them unprecedented options and broader perspectives on the products and services available in the marketplace.

And, knowing that they can shop elsewhere for indulgences (and necessities), pampered customers will expect products and services to accommodate their needs while meeting a host of "social tests," ranging from environmental considerations to their own personal safety and welfare. Many will make demands on organizations which are greatly in excess of what organizations can reasonably provide.

### Technology/information explosion

Advances in parallel processing, software development, micro-electronics, photonics and nanotechnology signal the dawn of thinking machines.

Telecommunication of information will increasingly take the form of machine-to-machine communication. And, computers with artificial intelligence will screen and limit information as the amount and speed of data transmission increase.

Not using (or not having the skill to use) the technology we already have is a liability in an environment increasingly characterized by world-class standards. And, as new technologies become ever more esoteric and ultimately begin to refine and reinvent themselves, our quest to balance technological development and practical application will bring new definitions to work, leisure, recreation and life itself.

### Privatization

Everything seems to be in place for the collapse of public education in America—at least in the view of private entrepreneurs.

Three key forces fuel the viewpoint: First, funding cutbacks have reduced educational programs to an embarrassing level in some of our states; Second, as businesses struggle to identify new ways of competing in a global economy, blame for disparities they've discovered between workforce qualifications and workplace needs have been laid at the doorstep of public schools. And, third, the news media's relentless highlighting of education's inadequacies has reinforced negative public perceptions about our nation's schools.

Never strong at anticipating and slow to react to marketplace forces, public schools themselves are helping to produce a target-rich environment for educational entrepreneurs.

### Public opinion paradox

Prevailing public attitudes seem to be in direct contrast to those which are needed by society to solve problems and capitalize on opportunities.

While most people have the capacity to understand that quick fixes tend to be temporary, they nonetheless continue to propose them as long-range solutions. That we believe there is always a simplistic solution to complex problems is just one paradox of public opinion.

Leaders will have to accommodate an increasing number of public opinion paradoxes before this century ends. Their efforts will result in more solutions which find simultaneous favor and disfavor. Their efforts will test their abilities to muster critical masses. And, their futures may be tied to a public for whom eternal gratitude lasts 48 hours.

### De-massification

Society is demassifying. The movement from homogeneity to a more mosaic society is generating mass movement away from mass production, mass markets, mass communication.

Emerging technologies will further enhance the capacity of organizations and institutions to respond to individual needs and wants. These technologies will simultaneously enable individuals—by themselves—to do many things they want to do when they want to do them.

De-massification will make it increasingly easy for people to "have it their way." But having it your own way makes it increasingly difficult to muster majorities. Perhaps de-massification, like the mosaic nature of our society, will test the concept of 50 percent plus one majority rule.

## Female forces

The information age is more mental than muscular. Its networks and coalitions are more dependent on collaborative skills and team building than they are on the command and control methods which characterized the male-dominated industrial era. Today the management functions that aren't mental are being eliminated.

As this shift to a different form of work continues, new opportunities—in combination with changing lifestyle preferences and economic necessity—are bringing more women into the workforce.

It is clear that women—as consumers, heads of families or as managers—will make or directly influence more decisions during this decade. Life is no longer an either or choice between work and not working. Rather it is a continuum of options.

## Greater limits

There are now a number of things that are no longer possible or practical—at least politically. These real or perception-based restrictions influence our very being and range from environmental limits to infrastructure limits to limits in the quality of life.

There are also more limits being placed on decision-makers by various regulatory agencies and increases in the number of citizen-led ballot initiatives designed to restrict policy makers.

Greater limits are producing greater costs in relation to workforce training, capital equipment purchases, monitoring compliance with new rules, public relations, and litigation. There should be concern over whether greater limits will stifle the leadership process itself.

## Organizational faddism

Organizations tend to make direct adoptions of methods and techniques used by others or advocated by researchers, authors or training consultants. On occasion, these direct adoptions are made long after the techniques in question have produced less-than-favorable results.

In all this there is evidence of America's continuing pursuit of the quick-fix. Any technique which provides a simple checklist of easy to implement linear steps finds immediate favor and a host of disciples.

Hopping on the latest fad reduces the need for creative thinking in organizations. It also tends to diminish the response to internal proposals for change. The challenge to leaders is to separate fads from the new foundations for progress—an action that becomes even more important in an environment of limited resources.

## Looking for leaders

Radical change requires leaders at all organizational and societal levels, yet there is a scarcity of viable leadership development programming. In addition, it seems that the rewards for those who have chosen to lead are diminishing.

It may be, as author Warren Bennis implies, that there is no one to lead the pursuit of better tomorrows because "... those with the power generally have no knowledge, and those with the knowledge have no power."

## Globalization

New coalitions are being formed, new economic entities are being defined, and new political alliances are changing history books dramatically. Indeed, the power to create change is becoming a global possession.

The primary impact of globalization will be new standards ... for education, service, timeliness, productivity and more. Indeed, the global economy will define the power of nations, determine the nature of work and the quality of life ... everywhere.

## *APPENDIX B*

# CRITICAL ISSUES FACING AMERICA'S COMMUNITY COLLEGES

This is an Executive Summary of *Critical Issues Facing America's Community Colleges (1994-95)*, a document designed to raise questions, stimulate dialogue, and help people think about important societal issues facing our nation's community colleges.

### Fundamental uncertainty

The structures of institutions as diverse as the family and the corporation aren't the same. And, whether the topic of discussion is companies or countries, it's readily apparent that both alignments and priorities are in flux.

Among the impacts of this radical change is fundamental uncertainty, a knot-in-the-stomach feeling that what we normally do might not work this time.

To complicate matters further, fundamental uncertainty is being made more difficult to accommodate by a companion malady—uncertainty of role. In addition to not knowing *what* to do, many are beginning to question *whether* we should be doing what we're doing (or not doing).

### Different directions

America's two-year institutions are becoming more dissimilar. And, since our community colleges have tended to mirror the communities they serve, we can expect them to become even more diverse as we experience demographic, economic, and political changes in our communities. Put simply, the increasing heterogeneity of our nation's communities is producing parallel effects in our nation's community colleges.

However, there is a paradox to the different directions our community colleges find themselves headed. While it's important for community college leaders to identify common issues and problems, and to share related insights and solutions, heterogeneity dictates that the strategic response to problems and opportunities must be situational and personal.

### Resource paradox

Radical change is producing greater limits and broader possibilities at the same time. Sometimes that's difficult to see because the limitations are more obvious than the opportunities.

Our response to these limitations has been slowed by our individual attitudes and organizational styles, both of which have roots in assumptions of continuous growth and incremental resource increases. These assumptions have led us to develop and refine a host of models for allocating resources and managing growth. However, in a period of growing limits these assumptions and techniques leave us without the models we now need—models for collegial retrenchment, restructuring, contracting and reallocating ... and models of entrepreneurship and flexibility.

### Two-tier trauma

Two dilemmas we forecasted earlier this decade have matured and are now driving a new issue we've titled "Two-Tier Trauma."

Dilemma One was the developing shortage of well-qualified professional staff. Dilemma Two was the opposite side of the coin: many faculty members who should retire will not.

Now this double dilemma is amplified by an emerging issue: two-tier systems of reward and responsibility. We see community colleges headed toward employee systems that will have two or more tiers in regard to pay and performance. And, it's relatively certain that future community college employees will have to exercise entrepreneurial options to do as well as their current counterparts

## Financial futures

Two characteristics of public colleges and universities—accessibility and affordability—are slowly disappearing.

Two factors make the financial future precarious for community colleges: First, general purpose, general fund resources from state and federal government will be characterized by little growth, if any. Second, in the vast majority of American communities, requests for general purpose operating tax increases will not be met by voter benevolence.

Yet, if the demonstrated strengths of the community college system are matched with emerging environmental opportunities, there are at least seven initiatives which have potential for generating community college resources.

## Mission mania

History is clear that extending beyond the bounds of traditional purpose places companies, colleges—even countries—on unstable turf. History also shows that those organizations which have ventured beyond their core business tend to experience either greater success or major setbacks.

Created for specific educational purposes and characterized by an open door admissions policy, community colleges have been marvelously successful. One consequence of their enviable achievements is that community colleges are now being asked by almost everyone to be a partner in almost everything. Even the leading thinkers in today's community college movement are advocates for new directions.

One result is that the agenda for community colleges is no longer clearly defined. And, it's likely the purpose of community colleges will continue to blur as the waves of radical change get closer and come faster.

## Strategic stalemate

The agricultural and industrial eras had a common denominator: there were clear expectations for public education and a good fit between the needs of the workforce and the programming of the schools.

Today business and education are locked in a strategic stalemate. Educators aren't always sure what business wants ... and business isn't always sure what it needs.

Meanwhile, educators are restructuring the curriculum to deliver the higher order thinking, collaborative, and communication skills they perceive tomorrow's workers will need. And so there is gridlock on the question of needs and wants as both business and education often appear headed in opposite directions.

## Documenting results

Our forecasts during the late 1980s indicated that the documenting of results would soon move from option to requirement. The prediction has become reality in record time. Add to this the emergence of perceptual assessments—formal and informal, objective and subjective measures of our clients and the public-at-large … and *by* our clients and public-at-large.

The tempo of radical change dictates that we become even more sensitive to the impact of public opinion. Indeed, the requirement to document effectiveness may be a double blessing because it will help us become more effective in the production of successful students *and* it will help assure that we are judged favorably by the court of public opinion.

## Technology avoidance

Today, content-rich companies that sell books, films, software and other learning materials are expanding their holdings (information base) and forming alliances with delivery system (cable and telephone) companies. As they develop the capacity to produce and deliver content, these emerging conglomerates are positioning themselves to capitalize on a fiber-optic network that will reach one of every two American homes later this decade.

Despite all this, most faculty members are not chomping at the bit to use new technology. While many are using it to do many of the same things faster, few faculty members are using technology to change the concept of the classroom.

We must recognize that applications of technology enable us to leverage the capacity of the classroom while taking thinking and learning beyond the bounds of the classroom to the workplace and the home.

## Research readiness

Research is not something we do. And it's not something we use either. We need to assess our readiness on both counts.

While the faulty and staff now working in our two-year institutions know the most about the community college environment, they are making minimal contributions to the body of knowledge about teaching and learning at the post-high school level. This is unfortunate because community college faculty are uniquely positioned to conduct important research related to the learning process. Research and experimentation should not be viewed as requirements, but as opportunities which community college faculty can use to simultaneously renew and advance themselves and the profession.

## The shadow college

There is a growing complement of programming developing at the periphery of most two-year institutions. Some are now calling this new set of programming options **The Shadow College.**

The shadow college is characterized by an entrepreneurial flair and prides itself on quick response and flexibility in both content and scheduling. It exists—first and foremost—to serve the needs of its clients.

Some will argue that the shadow college will prove harmful to the traditional mission of community colleges. Others will counter by saying the shadow college concept is the future of two-year institutions. One thing is clear: progressive institutions are already working with conviction to move this new institutional format to the forefront.

## Breaking boundaries

Most community colleges are defined by a name that implies geographic limits. As resource pressure continues, more institutions will be forced to specialize their programming and to pursue programming objectives in a collaborative manner. Specialization will lead to centers of excellence which have wide-ranging appeal and, hence, a client base beyond traditional geographic boundaries. Such centers will cause students and employers to disregard geography as they make quality-based decisions about education.

## The public trust

By working effectively in the public interest, community colleges have generated public support for their mission. This, in turn, has led to public trust. Now both may be in jeopardy.

By clarifying its purpose and continuously improving its performance, the community college is uniquely qualified to function in the public interest. Keeping the public trust dictates that community colleges identify issues of substantial public concern to which they have the ability and capacity to respond. To be honest, the public expects—and deserves—nothing less.

## Being honest

We believe it's time for community college leaders and staff to revisit the core of the institution—to look honestly at how we are doing business and be honest if something is wrong.

To be sure, many of the failings we'd discover would be minor in their individual impact. But everyone knows about cumulative and synergistic effects, and, in an increasingly competitive world, we might find ourselves forced to admit that a lot of little things have aggregated to situations which need fixing. To be honest, there is a need to create forums which enable staff to go to the core of what community colleges do and examine heretofore untouchable subjects in a non-confrontational manner. The goal is not finger-pointing or assigning blame. It is simply to look at what we do and to be honest about whether we should keep doing it.

## *APPENDIX C*
## DIMENSIONS OF GREATNESS

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## *APPENDIX C*

# IDENTIFYING WHAT'S WRONG, RIGHT & WONDERFUL

**In our college, department, responsibility area...**

What's wrong and needs to be fixed?

What's okay and needs to be maintained?

What's good and should be made better?

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## *APPENDIX C*

# CHARACTERISTICS OF EFFECTIVE COMMUNITY COLLEGES

- ❑ **Quality employees** – faculty and staff are competent and current
- ❑ **Accessibility** – the enrollment process is open and equitable
- ❑ **Sense of purpose** – organizational improvement is driven by clear vision, mission, and goals
- ❑ **Focused on student success** – programming is student-centered and indicators of student success are positive
- ❑ **High quality programming** – lighthouse caliber performance is accompanied by matching perceptions of performance
- ❑ **Supportive climate** – employees function in an environment of openness, honesty, and trust
- ❑ **Economically healthy** – the economic base is sound and stable, and human and physical capital is invested to the greatest strategic advantage
- ❑ **Organizationally dynamic** – people are systematically involved in the pursuit of innovation and entrepreneurial ventures
- ❑ **Strong, supportive board of trustees** – the board team works with the chief executive officer to determine organizational direction
- ❑ **Market responsive** – effective community colleges know their communities and respond to their unique needs and niche markets

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## *APPENDIX C*
## CHANGE PRIORITY

This should change

What are the reasons we should do this?

What are the reasons we shouldn't do this?

What are the barriers to this change?

Will this change enable us to stop doing something else?

How can we leverage our action?

With whom can we network?

**Action Steps**

| What Will Be Done | By When | By Whom | Resources | + / - |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

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## *APPENDIX C*

# RESPONSES TO THE PROCESS EXERCISES BY MEMBERS OF THE COMMISSION ON THE FUTURE

## IDENTIFYING *Dimensions of Greatness*

Dimensions appear in rank order by frequency of mention. The number following each dimension is the rating (0 = low; 10 = high) Commission members gave California Community Colleges in general.

| Dimension | 0–10 Rating |
|---|---|
| competent, current employees | 6.9 |
| quality equipment, technology, facilities | 5.3 |
| responsive to community/community support | 7.2 |
| clear mission/committed to mission | 5.5 |
| adequate and stable funding | 3.9 |
| successful students | 6.8 |
| visionary/effective/strong leaders and governance | 5.8 |
| environment supports learning | 6.2 |
| breadth of offerings | 7.2 |
| quality curriculum | 6.4 |
| open/friendly environment/climate | 5.3 |
| good student support systems | 8.0 |
| good relations/respect/communication | 7.5 |
| reputation for excellence (or for one excellent program) | 7.0 |
| linkages to K-12/other educational systems | 5.7 |
| flexible | 7.0 |
| organizationally dynamic | 5.0 |
| linkages to business | 6.0 |
| good decision-making processes | 3.3 |

## IDENTIFYING *What's Wrong, Right & Wonderful*

### What's wrong and needs to be fixed

unstable funding
lack of understanding from legislature and public
lack of political clout
need closer ties to economic community
inflexible criteria for hiring
transfer is complex and "crack filled"
low aspirations of students
the lecture model of teaching—need more flexibility
overregulation ossifies creativity
cumbersome shared governance regulations and processes
too broad of a mission

we're not willing to let go of the old to accommodate the new
possible mismatch of academic requirements to the needs of society
Do we need 107 comprehensive colleges?
inability to get rid of poor staff
structure of measuring learning and teaching by seat time
leaders who are visionary but can't communicate
leadership vacuum
structure of employee negotiation creates false differences
lack of up-to-date technology
measures of accountability do not always match our goals
inability to provide job placement
facilities planning is behind future needs

### What's good and needs to be maintained

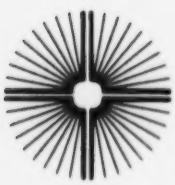
high quality, creative, dedicated faculty and staff
continuing training of faculty and administrators
We educate students and have a good delivery of our product.
accessibility and relatively low fees
teaching loads
more alternative modes of instruction
private contracts and movement into the community
We can build on our flexibility.
student focus and orientation
We implement affirmative action programs.
We're diverse.
staff development

### What's wonderful and should be made even better

Community College League
faculty and staff
access
student support systems
quality of instruction
high commitment to the needs of special populations
major point of transition for immigrants into society
We contribute to the democratic ideals.
We are responsive to the community.
We spend more time than anyone with students.

## IDENTIFYING *Change Priorities*

... for California Community Colleges
To increase funding stability
To showcase our success by documenting our outcomes
To install a process which will enable us to lead change
To design a better curriculum development process
To upgrade and integrate technology across all responsibility areas
To improve our marketing and legislative action on behalf of students



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